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ABSTRACT

This bibliography is a collection of selected resources significant to a deeper understanding of the many aspects and definitions of movement education. The one hundred seventy-three annotations are arranged and ordered in a pattern to reflect an overview of both theory and practice, the latter examined under the headings of basic movement, dance/drama, gymnastics, and sports. Sources are cross-listed to assist the classroom teacher or student of human movement. (JD)

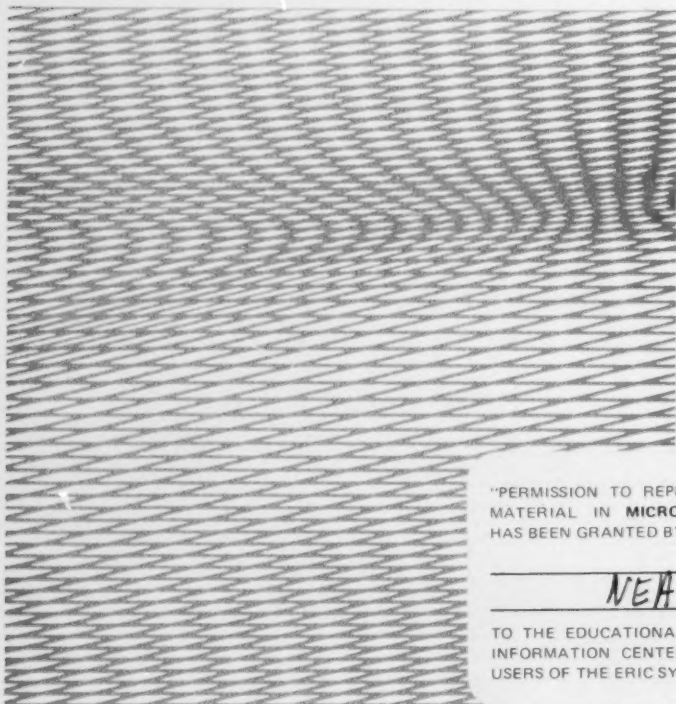
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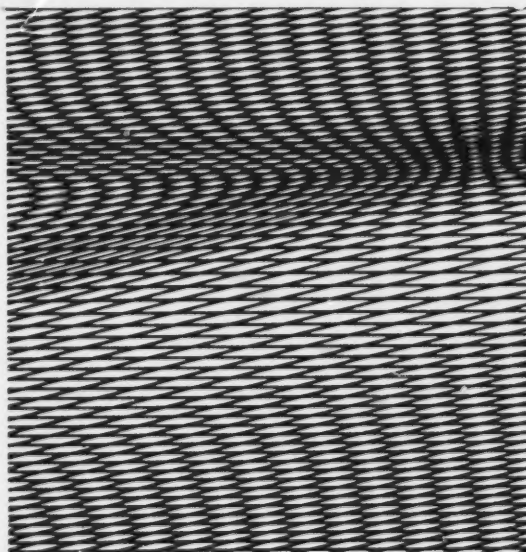
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An Annotated Bibliography on Movement Education



Theresa G. Rizzitiello

For the Elementary School Physical Education
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Foreword

This bibliography is a generous collection of selected resources significant to a deeper understanding of the many aspects and definitions of movement education. The author has arranged and ordered the annotations in an unusual pattern to reflect an overview of both theory and practice. In addition, sources are cross-listed to further assist the reader.

The Elementary School Physical Education Council members therefore, are pleased to sponsor a publication which can serve teachers through this unique contribution to the professional literature.

Mary Lampe, Chairperson
Elementary School Physical Education Council

Members, 1975-76 Council

Kate Barrett
Dick Burnham
James Rog
May Timen
Elsa Schneider
Margie Hanson

Preface

Both personal and professional involvement in physical education stimulated me to develop *An Annotated Bibliography on Movement Education*. In my experience with future professionals, classroom teachers, and specialists, in classes and in-service programs, in conferences, seminars and workshops, there has been an ever-growing need for a coherent, cumulative and critical listing of resource materials in movement education.

The concept of movement education has excited a curiosity, concern, and indeed, a controversy, among all of us involved with providing learning experiences which enable students to fulfill their own unique potentialities. From the early impetus of Rudolf Laban, as well as the initiative of our English colleagues, there has been a rapidly developing body of work on movement education. Some minor efforts have been made to accumulate selected lists of resources. And naturally, the dynamism of research prevents any listing from being complete. But with the increasing awareness of the importance of movement education comes the need to codify and clarify our concepts and to make available a collection of ever-expanding sources as comprehensive as possible. This central listing can serve a variety of professional needs — for a beginning specialist or an experienced practitioner and for a classroom teacher or student of human movement. The books included in the bibliography will provide another opportunity to explore the meaning and purpose of and to share some ideas on the role of movement education in education.

The time has come when we must pull together the many excellent sources in the field to provide information and guidance to the person who until now has been forced to sample haphazardly the fruits of many important labors. The scope of this reference book encompasses a *selection* of major publications that discuss the theories and practice of movement education; this collection is selective, not all inclusive. The sampling of books precludes the inclusion of less important articles and of specialized audio-visual materials. (Annotations make reference to texts that have a rich listing of audiovisual resources.)

After a brief Introduction that offers an overview of movement education, the listings are organized as follows: Theories — A Basis for Understanding; Foundations of Movement and Motor Development; Practice — A Place to Begin: Basic Movement, Dance-Drama, Gymnastics, Sport. Where applicable, sources are cross-listed.

Acknowledgment

Many thanks to Margie R. Hanson for her initial support and encouragement of this project; to the Elementary School Physical Education Council for continued endorsement and feedback; and most especially, to Kate Ross Barrett, liaison from the Council, for her time, patience, expertise and friendship.

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INTRODUCTION

Movement Education: A Perspective

The choice of materials in this bibliography aims at identifying the breadth and depth of the available literature pertaining to movement education. As we examine the literature, we must be cognizant of the varying interpretations, definitions and applications. Yet, two important realizations emerge consistently in most of our colleagues' discussions:

1. *The Need to Focus on the Individual*

In the past in physical education we have tended to be skills oriented at the expense of the right of the individual to progress at his/her own particular rate. In addition, by emphasizing subject matter we have often lost sight of the need to design learning experiences and environments which accommodate the spectrum of abilities our students bring with them.

2. *Movement Concepts Underlie All Motor Activity*

There are certain common elements which underlie all human movement and are the building blocks of physical activity. If we accept this, it is our responsibility first to involve the learner in activities to build an individual movement repertoire. Once the learner develops an awareness of these movement concepts and self-confidence in abilities, then he/she can call upon them to create the intricate patterns and combinations that we call "skills." Thus, before learners are ready to work on the skills needed in sports and games, dance, gymnastics and aquatics activities, they should have had the initial opportunities to explore and to develop a level of competence in their movement capabilities.

The term "movement education" has been experiencing an important evolutionary process. The divergent opinions evidenced in the literature motivated the Physical Education Division of AAHPER in 1968 to establish a Terminology Committee which was to undertake "a study of the purpose of the content of elementary school physical education as expressed in the literature with hope of determining a common vocabulary" (from "AAHPER Terminology Committee Report: History and Findings," March 1974). The committee and additional professionals found that the most commonly confused terminology was: "movement education," "movement exploration," and "basic movement." It was also recognized that "the need to communicate with some precision is not relegated to the elementary school level, but is a concern for all levels of physical education."

The committee's final report reflects the developmental stages of the controversial terminology. The "dynamically evolving meanings" in the literature concerned with movement education were summarized in the report as follows:

It was found in studying many of the elementary school physical education texts that the term movement education is often used as implying only a *unit of the total physical education program*. In other texts, however, movement education is used as being *synonymous with physical education*. Yet again, the term movement education is emerging in some instances, when used by certain authors, as encompassing *the total*

development of human movement potential — a much more global view of the term than previously considered.

The committee's monumental and careful work led to further explanation of the three interpretations of movement education, each one growing out of the preceding. It is imperative that the reader of this bibliography understand the distinctions in application if appropriate choices of materials are to be made. Toward this end, the committee's explanations are cited in full:

—*Movement Education – A Unit of the Total Program*

When movement education is used as implying a unit of the total program it usually refers to a unit or series of small units presented in the primary grades. It seems in these instances to carry with it the implications that the *remainder of the program does not follow those beliefs encompassed in the generally accepted meaning of the term*.... Movement education as a unit also appears to imply a problem-solving methodology and a particular content centered around Laban's concepts concerning body awareness, spatial awareness, the movement qualities of time, force, space, and flow and also relationships.

Within this type of unit structure the terms basic movement, basic movement education and movement exploration seem to be used synonymously with movement education, allowing for slight variations of interpretations between authors

—*Movement Education – Synonymous with Physical Education*

Apparently, because some physical educators were concerned about the dichotomy of beliefs which seem to exist in the total physical education program when movement education is used only as a unit area of content, a view of movement education as being synonymous with physical education emerged. This interpretation implies that *the beliefs embodied in the philosophy of movement education must necessarily be accepted as the tenet of the total program*.

Terms such as movement exploration, problem-solving, and guided discovery are still used within the framework. Here, however, they are used essentially in reference to particular teaching methodologies and not content areas.

It is interesting to note that in this context the term *movement exploration* assumes the interpretation that *solely* relates to methodology — a definition of interpretation more closely allied to the literal translation of the word "exploration."

—*Movement Education – The Development of Total Human Movement Potential*

An interesting view of movement education that currently seems to be evolving is one that goes far beyond the bounds of programs, schools, and other educationally oriented institutions. This evolving interpretation becomes involved with the development of increasing awareness of the total scope of movement behavior and of all movement related experiences. This is the all-inclusive view of both the art and science of human movement. This view maintains a recognition of not only the anatomical, physiological, kinesiological (including mechanical) and psycho-social factors underlying human movement but also the aesthetic aspects. It is the free association (not bound by cultural ties or experiences) of movement related concepts such as space-time-force-flow, shape-line-form-design in all functional, communicative and expressive human endeavors.

This interpretation of movement education would indicate an ultimate valuing of movement in all its forms both animate and inanimate, its forms of theory and practice, process and product, reality and abstraction. This interpretation would view movement as an essential integrating process in the development of human potential, operating throughout not only a typical physical education program, but throughout one's total life span.

These three emerging attitudes toward movement education are all viable and in use. When reflecting on the gradations in meaning, the movement educator might do well to consider expanding his own perspectives to consider the possibility and potentiality of moving from the limited unit approach to the fuller global concept. And because of the differences in interpretations, the reader must know that in selecting a text in this bibliography, he/she is selecting a particular philosophy. But no matter what the particular theory may be, an essential humanism consistently underlies all movement education.

This calls for creating a learning environment which not only recognizes but *welcomes* individual differences. As physical educators we must realize that some degree of success and efficiency of movement is necessary, even with the most basic motor experiences; thus, we must make the learner ready to master more sophisticated skills in the areas of games, sports, dance, gymnastics and aquatics. And, as all other educators, we must appreciate the need to develop constantly a climate that encourages the learner to enhance a sense of self, from early childhood motor experiences to mature life-time pursuits.

As educators concerned not only with the physical development but with the entire person, we have the responsibility to provide the learner with innumerable opportunities to experience the joy and exhilaration of movement from an infant's early random movements to an adult's controlled movements. The humanism of movement education upon which the content rests, recognizes the need to develop a variety of movement experiences which gives the learner an understanding of his/her own potential "movement IQ" and awakens an excitement and a respect for movement as a way of life. We revere the learner's right to be freed to learn in a non-threatening atmosphere and to make decisions that affect the achievement of educational goals set by us. We encourage the learner's natural curiosity to achieve greater and new successes in movement with the independence necessary to explore and discover his/her own movement capabilities and individuality.

The reader should also recognize that terms such as "movement exploration," "guided discovery" and "problem-solving" refer to methodology; they are consistently consonant with differing interpretations of movement education and should be evident in the conduct of all activities we pursue in the name of physical education. The shift of importance from subject matter to learner mandates a concomitant shift to the utilization of such teaching styles.

Whether we believe that movement education is "a unit of the total physical education program," "synonymous with physical education," or "the total development of human movement potential," one thing must be clear — today as physical educators, we must turn the focus of our attention away from emphasizing subject matter as an end in itself and toward making subject matter a means to our ends. And these ends must be: (1) to stimulate the learner to enhance his/her self-worth; (2) to challenge the learner to fulfill his/her movement potentialities; and (3) to encourage every learner to discover that movement is a way of life.

THEORY

A Basis for Understanding: Foundations
of Movement and Motor Development

Theory

American Association for Health, Physical Education, and Recreation. *Annotated Bibliography on Perceptual-Motor Development.* Washington, DC: the Association, 1973. 115 pp.

A listing of perceptual-motor resources: the work of Ayres, Barsch, Doman and Delacato, Frostig, Kophart; aspects of perceptual-motor development, perceptual-motor programs; assessment tools; films.

American Association for Health, Physical Education, and Recreation. *Promising Practices in Elementary School Physical Education.* Washington, DC: the Association, 1969. 117 pp.

Report of the Conference for Teachers and Supervisors of Elementary School Physical Education (Washington, DC, September 1968). Incorporates selected articles on the child, concepts, curriculums, teaching strategies, techniques to improve programs. Includes annotated bibliography, resource materials, films, ideas about new trends and problems in movement education. Contains copy of "Essentials of a Quality Elementary School Physical Education Program: A Position Paper," an AAHPER document.

Arnheim, Daniel D. and Pestolesi, Robert A. *Developing Motor Behavior in Children: A Balanced Approach to Elementary Physical Education.* St. Louis: C.V. Mosby Co., 1973. 298 pp.

Textbook for the elementary specialist and classroom teacher. Background discussion of perceptual-motor development in children provides basis for program offerings. Movement education — basic motor development — explains basic movement activities and is discussed in separate chapters. Activity progressions include stunts and self-testing, rhythms and dance, games and sports. Basic motor ability scale, movement observations survey contained in appendix. Good photos of activity sessions.

Barratt, Marcia et al. *Foundation for Movement.* 2d ed. Dubuque, IA: Wm. C. Brown, 1968. 114 pp.

Gives an analysis of principles of movement and motor attributes to promote an understanding of the concept of total fitness for women. Includes charts, tables, figures, standards and measurements.

Barrett, Kate Ross. *Exploration: A Method for Teaching Movement.* Madison, WI: College Printing & Typing Co., 1965. 57 pp.

An important sophisticated effort to provide a lucid understanding of the structure and basic principles of exploration as they apply to teaching movement. Discussion reveals influences which have led to adoption of *the method* and detailed analysis of the components of *this method*. Contains sample activities, progressions for lessons without equipment. Bibliography.

Board of Education of the City of New York. *Children in Motion: Teacher's Manual for In-Service Television Series.* Prepared by Lillian Vitaglione for Channel 25 WNYE-TV, n.d.

Text comes from 13-lesson tv series on movement education. Designed to assist teachers in conducting physical education in the elementary schools and to motivate them to learn more about movement education. Sample lesson themes include: spatial awareness, body awareness, manipulative skills, creative movement, gymnastics, tumbling, beginning sport skills. Ideas for developing concepts and equipment.

Broer, Marion. *Efficiency of Human Movement.* 3d ed. Philadelphia: W.B. Saunders, 1973. 453 pp.

Study of basic mechanical principles of movement. Samples of application of principles to sports and dance and nursing tasks. Provides insight for students of movement to discover most efficient means of performing selected movements. Section for teachers provides direction for analyzing inefficient movement patterns of students of varying ability levels. Final chapter discusses values and purpose of fundamental movement education course. Photos illustrate a variety of movement tasks.

Chapman, Sara A. *Movement Education in the United States: Historical Developments and Theoretical Bases.* Movement Education Publications, Philadelphia: 1974. 170 pp.

Examines conceptual development of movement education in the United States. Traces its origins and reviews its philosophical bases from 1900 to 1960. Contains extensive bibliography.

Corbin, Charles B. *A Textbook of Motor Development.* Dubuque, IA: Wm. C. Brown, 1973. 184 pp.

Traces motor development from conception to age five. Discusses influencing factors, fundamental motor tasks, perceptual-motor development, motor learning, and evaluating motor ability in children. Valuable background for those interested in motor development, especially in children.

Cratty, Bryant et al. *Movement Activities, Motor Ability and the Education of Children.* Springfield, IL: Charles C. Thomas, 1970. 178 pp.

Outlines results of four research studies: (1) the effect of movement games upon various academic competencies of Negro children with learning problems; methods and results relative to impulse control, pattern recognition, serial memory ability, spelling, letter recognition are discussed and outlined; (2) a comparison of the self-concept of children with moderate coordination problems and those free from coordination problems; (3) a comparison of children with and without motor problems with reference to game choice; (4) methods and data relative to improving perceptual and motor qualities among handicapped children. Includes finally, essays dealing with cognition and motor learning in relation to classroom performance. Contains charts, data, extensive bibliography for each section.

Department of Education and Science and the Central Office of Information. *Movement: Physical Education in the Primary Years.* London: Her Majesty's Stationery Office: 1972. 119 pp.

Presents movement principles as the unifying concept of the physical education program. Part I focuses on movement principles of Rudolf Laban. Part II illustrates these principles applied to all aspects of physical education, e.g., gymnastics, dance, games, sports, swimming and outdoor activities. Offers suggestions to the classroom teacher and specialist in regard to planning and organizing the program, progressions in activity, equipment needs, methods of evaluation, the teaching and learning process. Provides a sound sample structure of organization of physical education at the elementary level.

Espenschade, Anna S. and Eckert, Helen M. *Motor Development*. Columbus, OH: Charles E. Merrill, 1967. 280 pp.

Studies motor behaviors from prenatal to adolescent, from adulthood to old age. Traces specific motor activity patterns and changes in motor performance. Helpful background information for planning appropriate movement activities.

Flinchum, Betty M. *Motor Development in Early Childhood: A Guide for Movement Education with Ages Two to Six*. St. Louis: C.V. Mosby, 1975. 120 pp.

Program of motor activities for teachers of young children. Studies development of motor patterns, understanding psychomotor domain, promoting perceptual-motor learning, and teaching styles to facilitate motor development. Gives practical suggestions for equipment and means of observing, analyzing, and evaluating young children's movements. Valuable source for teachers and specialists concerned with motor development of the young learner. Illustrations and photos.

Frostig, Marianne and Maslow, Phyllis. *Movement Education: Theory and Practice*. Chicago: Follet, 1970. 239 pp.

Views movement as a medium for educating the total child. Attributes of movement, body awareness, creative movement, psychological development, perceptual-motor functions and relationships of academics to movement evaluation discussed both in terms of the "normal" and learning disabled child. Sequences for developing movement skills for classroom teachers as well as the special educator. Hints on facilities, equipment and management of movement education programs.

Gallahue, David L.; Werner, Peter H.; and Leudke, George C. *A Conceptual Approach to Moving and Learning*. New York: John Wiley & Sons, 1975. 423 pp.

Comprehensive work stresses developing and improving cognitive and motor abilities in preschool and elementary school children through movement activities. Discusses movement behavior and movement abilities in infancy; developing a basic movement competency; and specific movement concepts related to games, sports, rhythms, self-testing activities. Suggests practical ingredients for implementing a conceptually oriented physical education curriculum. Reviews cognitive concept development and perceptual-motor development. Also covers growth of language arts, music, mathematics, science and social studies concepts as related to physical education. Visual description through vivid stick figures, charts, diagrams, excellent curriculum materials in progressions, cues, corrections.

Godfrey, Barbara B. and Kephart, Newell C. *Motor Patterns and Motor Education*. Des Moines: Appleton-Century-Crofts, 1969. 310 pp.

Depicts movement education as the foundation component of both physical education and general education. Stresses development and training in basic movement patterns. References to movement patterns, techniques for evaluating teaching, program planning, with specific techniques and activities meaningful to classroom teachers, physical educators, special educators and parents.

Health and Optimum Physical Education, Title III, ESEA Grant. *Every Child a Winner: A Practical Approach to Movement Education*. Ocilla, GA: Irwin County Board of Education, 1974. 101 pp.

Pictorial guide based on successful program at Irwin Middle School used for children in grades 1-6. Designed to serve as guide to teachers and to stimulate development of individual ideas for planning program of movement education for young children to meet individual needs. Discusses movement education: significance and specifics, methods and process. Bibliography; audiovisual materials; equipment; movement terms.

Hunt, Valerie; Grenzeback, and Egle, Becky. *Movement Education for Preschool Programs*. St. Ann, MO: National Program on Early Childhood Education of CENREL, Inc., 1972. 86 pp.

An impressive pictorial essay emphasizing the importance of movement education in early childhood programs. Analyzes movement behavior and movement needs of the young learner. Discusses essentials for developing movement education programs. The photographs are particularly effective for demonstrating and capturing the beauty and efficiency of the body in motion. Guide will help the preschool educator.

Jordan, Diana. *Childhood and Movement*. Oxford, England: Basil Blackwell, 1966. 86 pp.

Focuses on understanding movement behavior of preschool children. Suggests ideas for materials and methods to develop physical, creative and expressive attributes of children.

Kirchner, Glenn; Cunningham, Jean; and Warrell, Eileen. *Introduction to Movement Education: An Individualized Approach to Teaching Physical Education*. Dubuque, IA: Wm. C. Brown, 1970. 246 pp.

Beginning text for specialists, classroom and future teachers interested in movement education approach. Part I: background concerning purpose, content and methods of movement education. Part II and III: basic movement themes and sample lessons for grades K-6 to a year's program. Part IV: resource information — audiovisual materials, diagrams, descriptions of commercial inexpensive equipment, experts in movement education, consultants, workshop services, photos.

Laban, Rudolf. *The Mastery of Movement*. 2d ed. Revised by Lisa Ullmann. London: MacDonald & Evans, 1960. 186 pp.

Comprehensive study of the movement concepts formulated by Rudolf Laban. Analysis and interrelationships concerning basic body actions, space, time, weight,

flow (including charts and tables). Discusses complex body actions, basic effort actions, significance of movement, roots of mime, movement expression. Includes three mime plays.

Laban, Rudolf and Lawrence, F.C. *Effort*. London: MacDonald & Evans, 1947. 88 pp.

Theoretical discussion and examination of Rudolf Laban's and F.C. Lawrence's perceptions and dimensions of human effort: economy, appropriate use of movement, effort training, selection and effort balance, specification, job efforts, effort control.

Latchaw, Marjorie and Egstrom, Glen. *Human Movement with Concepts Applied to Children's Movement Activities*. Englewood Cliffs, NJ: Prentice-Hall, 1969. 337 pp.

Book divides into two parts: Science of Human Movement and Movement Activities for Children. Part I discusses definitions and descriptions of human movement, mechanics of movement, analysis of movement skills, movement expression, sensation and movement, movement and biological development. Part II suggests activities for young children and presents material sequentially according to grade level and identifies behavioral objectives, concepts to be learned, biological efficiency of activity, and specific movement skill to be acquired. Exploration as a method to introduce activities encouraged.

Logsdon, Bette J. and Barrett, Kate R. *Ready? Set ... Go!* Bloomington, IN: National Instructional Television Center, 1969. 151 pp.

Teacher's manual to be used to accompany tv course for elementary physical education. Designed to assist classroom teacher responsible for teaching physical education in preparing for tv lessons, to outline the actual tv instruction, and to prepare follow-up material based on the tv experience. Content provides basic movement experiences based on Laban's principles, necessary for children to develop specific skills essential in other areas of physical education activities. Lessons encourage children to explore and to discover. Very modest equipment needs.

Metheny, Eleanor. *Connotations of Movement in Sport and Dance*. Dubuque, IA: Wm. C. Brown, 1965. 229 pp.

Noteworthy collection of the author's speeches which evolved on two central themes: significance of sport and dance as educationally meaningful forms of human endeavor and women in sports and as teachers of physical education.

Metheny, Eleanor. *Moving and Knowing - Sport, Dance, Physical Education*. Palo Alto, CA: Peek Publications, 1976. 161 pp.

A collection of speeches and papers presented by the author in recent years, which reveal her interest and philosophy concerning "the nature of movement as a significant form of human experience." Includes a discussion of movement and meaning, learning, multisensory thinking and the creative process.

Metheny, Eleanor. *Movement and Meaning*. New York: McGraw-Hill, 1968. 126 pp.

Offers serious insight for student of human behavior and movement into movement meaning and forms. A theoretical discussion of man-made forms, and man-made movement forms, dance forms, sport forms, exercise forms. "Learning to Move — Moving to Learn" enables readers to discover more learning in their own movement. Appendix for educators gives examples of how the author has applied these concepts in her teaching.

North, Marion. *Body Movement for Children: An Introduction to Movement Study and Thinking.* Boston: Plays, 1969. 104 pp.

Focuses on the body as the key instrument of movement. Presents movement sequences and works towards producing more complex movement sentences. Discusses various considerations in planning for the movement lesson, the use of percussion instruments, the use of action images taken from nature, color and pattern, and group activity. (Adaptation of earlier English edition.)

North, Marion. *Movement Education and Child Development Through Body Motion.* New York: E.P. Dutton, 1973. 207 pp.

A comprehensive view of movement education beginning with meaningful movement experiences in the gymnasium to a discussion of how movement can be used to develop the whole personality of the child. Lessons ideas for functional and creative movement tasks. Part II deals with composition — individual, partner, group. Part III concerns understanding children through observing their movement; discussion of educational and therapeutic use of movement, with selected movement assessments of children. Appendix includes review of literature in this area. The physical educator could find this work informative as can the early childhood educator.

North, Marion. *Personality Assessment Through Movement.* London: MacDonald & Evans, 1972. 300 pp.

Pioneer work based on Laban's ideas about human movement, attempts to analyze relationship between movement and personality. Part I discusses theory; Part II assesses movement; Part III validates the assessments. Intended for serious student of movement, educators and therapists, work contains case studies for review. Good source for those interested in understanding children and adults.

Porter, Lorena. *Movement Education: A New Direction in Elementary School Physical Education.* Washington, DC: American Association of Elementary, Kindergarten and Nursery Education, (AAHPER publication). 1969. 23 pp.

Discusses briefly the nature and evolution of movement education as a basis of physical education for young children. Offers ideas for developing a program. Resources include film library, equipment suggestions. Well-illustrated.

Rasmus, Carolyn and Fowler, John. *Movement Activities for Places and Spaces.* Washington, DC: American Alliance for Health, Physical Education and Recreation, 1977. n.n.

Elementary school physical education methods and materials designed to promote development of motor skills; to involve children in decision making; and to create a desire for continued participation in physical education. Can be used as a resource guide to supplement existing programs.

Redfern, Betty. *Introducing Laban's Art of Movement.* London: MacDonald & Evans, 1965. 32 pp.

Brief synopsis of Laban's movement principles coordinated with the art of movement reviewed in the following contexts: education, industry, therapeutics, theatre and recreation.

Seidel, Beverly et al. *Sport Skills: A Conceptual Approach to Meaningful Movement.* Dubuque, IA: Wm. C. Brown, 1975. 518 pp.

A complete text for students majoring in physical education as well as specialists. Presents a sports curriculum in a movement education setting. Divided into three sections: Foundation — covers movement awareness, teaching methods, mechanics of movement; Concept Commonalities — examines basic movement activities underlying sports; Specific Activities — provides conceptual understanding of individual and team sports through use of clear diagrams, charts, descriptions.

Sinclair, Caroline B. *Movement of the Young Child: Ages Two to Six.* Columbus, OH: Charles E. Merrill, 1973. 128 pp.

Studies the movement abilities of the preschooler. Provides teachers and parents with guidelines for appraising movement behavior; an awareness of individual differences in movement behavior; descriptions of basic movement tasks; suggestions for developing a movement program as an integral part of the education of the young child. Includes case studies for experience in analysis and problem-solving.

Smith, Hope M., ed. *Introduction to Human Movement.* Reading, MA: Addison-Wesley, 1968. 204 pp.

Presents movement as a phenomenon. Discusses forces and human variables that shape movement. Describes basic principles involved in refining movement behavior. Includes laboratory experiments to illustrate related concepts. Appendix has special worksheets; minimal general conditioning program; glossary; bibliography.

Stanley, Sheila. *Physical Education: A Movement Orientation.* Toronto, Ontario: McGraw-Hill, 1969. 330 pp.

Presents Laban's principles of movement as the foundation of the physical education program. Gives a detailed analysis of the components of movement: body awareness, space awareness, effort and relationships as they relate to game and sports, gymnastics and dance activities. Discusses fully sequentially developed materials and includes sample lesson plans for the teaching of each of these areas of development. Highlights growth characteristics of children and aspects of the teaching and learning process. A comprehensive picture of the totality of movement education.

Sweeney, Robert T., ed. *Selected Readings in Movement Education.* Reading, MA: Addison-Wesley, 1970. 238 pp.

Includes a collection of articles on three main themes: Theories of Movement, Teacher and Methods, What is Movement Education? Articles create basic background and present points of view for the novice in movement education.

Thornton, S. *A Movement Perspective of Rudolf Laban*. London: MacDonald & Evans, 1971. 134 pp.

Discusses Rudolf Laban, the man, his philosophy, his principles of movement and education, the development of movement in education, his influence in books as well as other areas. Appendix includes personal impressions of Rudolf Laban. Serves as an interesting insight into the movement theories of Laban for all those who teach movement.

Tillotson, Joan, et al. *A Program of Movement Education for the Plattsburgh Elementary Public School*. The final report of a Title III Elementary and Secondary Education Program funded 1966. Washington, DC: U.S. Office of Education, HEW (OEG 66-1934, SED 320), 1969. 96 pp.

Total program plan encompasses theoretical strategies blueprint for 28 selected movement experiences for children; basic concepts with and without equipment; rhythms; swimming; wrestling; apparatus; basketball. Format clear for easy understanding and reference. Appendices include glossary, bibliography, equipment suggestions.

Wickstrom, Ralph L. *Fundamental Motor Patterns*. Philadelphia: Lea & Febiger, 1970. 178 pp.

Studies movement patterns of fundamental motor skills of running, jumping, throwing, catching, kicking and striking. Traces early motor pattern development through mature pattern and development of more advanced sport skills. Extensive use of photos to illustrate motor patterns. Informative text for all those concerned with improving human movement.

PRACTICE

A Place to Begin: Basic Movement, Dance-Drama,
Gymnastics, Sports

Practice — Basic Movement

Anderson, Marian H.; Elliot, Margaret E.; and La Berge, Jeanne. *Play with a Purpose: Elementary School Physical Education*. 2d ed. New York: Harper & Row, 1972. 429 pp.

Planned programs of movement experiences selected to promote success and satisfaction for elementary schoolchildren. Guidelines for selection of activities reflect benefits of sensorimotor and perceptual-motor research. Content areas: activities based on movement skills, ball skills and dance skills. Part II includes discussion of purpose of play, factors to consider in program planning and graded summary of program content in format of "What to Do?" and "Why?" Bibliography throughout. Appendix includes equipment, supplies and facilities.

Andrews, Gladys; Sauborn, Jeanette; and Schneider, Elsa. *Physical Education for Today's Boys and Girls*. Boston: Allyn & Bacon, 1960. 431 pp.

Views movement as the basis for physical education. Creative and sensitive approaches for presenting games, sports, stunts and tumbling, rhythms and dance to elementary school children. Activity areas explain how children might respond to tasks offered. Suggestions for evaluating and upgrading the elementary physical education program. Excellent illustrations and photos; bibliography.

Barlin, Anne and Barlin, Paul. *The Art of Learning Through Movement*. Los Angeles: Ward Ritchie Press, 1971. 96 pp.

Collection of sensitive photographs highlighting how children learn through creative movement experiences. Contains examples of movement through stories, fantasy, games, space, emotional expression, dramatic play, vigorous movement, and movement with others. Includes cues for teachers and students, description of activities, ideas for lessons and classroom activities and a 45rpm record related to the content of the book.

Blank, Ellen M. *Movement Is for Little People (K-3)*. St. Paul, MN: Little People, 1973.

Progressive lessons on more than 200 5 x 7 cards featuring a program of activities based on movement education. Lesson format describes "student's experiences and teacher suggestions." Appendix divided into four parts: games, rhythms, obstacle course, and how to make equipment.

Board of Education of the City of New York. *Children in Motion: Teacher's Manual for In-Service Television Series*. Prepared by Lillian Vitaglione for Channel 25 WYNE-TV. n.d.

See entry under "Theory," page 10.

Bever, Madeline Hass. *The Teaching of Elementary School Physical Education*. New York: J. Lowell Pratt, 1965. 256 pp.

Contains sound ideas for building an elementary school physical education program on a developmental base of basic motor skills. Identifies growth characteristics of children, K-3, 4-6. Developmental teaching designs for grades K-3 identify basic movement skills and activities to be mastered. Skills introduced through movement exploration. Developmental teaching designs for grades 4-6 include motor skills for team sports; stunts, tumbling and gymnastics included, along with program planning and evaluation. Materials organized by progression.

Cherry, Clare. *Creative Movement for the Developing Child*, 2d rev. ed. Belmont, CA: Fearon, 1971. 88 pp.

Complete program of rhythmic activities for the preschool child contains materials for singing, listening and other musical experiences. Includes essential information on growth and development of preschool child.

Dauer, Victor P. *Essential Movement Experiences for Pre-School and Primary Children*. Minneapolis: Burgess, 1972. 325 pp.

A varied program of movement-oriented activities for children from preschool to grade 3. Identifies special needs of the young learner, integrating them with other subjects. Includes suggested strategies for planning, organizing, teaching with suggested time block for all activity areas. Appendix covers constructing physical education equipment and supplies. Bibliography.

Dauer, Victor P. and Pangrazi, Robert P. *Dynamic Physical Education for Elementary School Children*, 5th ed. Minneapolis: Burgess, 1975. 574 pp.

Source of ideas for a balanced program of physical education K-6. Supports emphasis on movement education and basic skills in K-2. Development of specific skills in activity areas stressed in 3-6. Includes specific references to movement education, basic movement, perceptual-motor competence, direct and indirect teaching strategies. Separate chapter on facilities, equipment and supplies. Appendices cover resources, bibliography, special programs, fitness items and lesson observations.

Detroit Public Schools. *Exploration of Basic Movements in Physical Education*. Detroit: 1960. 21 pp.

Guide for classroom teachers, specialists and physical education majors identifies basic movements which can be explored in the classroom as well as in the gymnasium. Suggests specific movement problems and progressions.

Diem, Liselott. *Who Can ...*. Frankfurt, Germany: Wilhelm Limpert, 1957. 47 pp.

Offers series of developmental basic movement tasks using problem-solving method (dialogue) for elementary schoolchildren. Features some inexpensive simple equipment.

Fabricus, Helen. *Physical Education for the Classroom Teacher: A Physical Education Curriculum for Elementary School Children*, 2d ed. Dubuque, IA: Wm. C. Brown, 1971. 397 pp.

Text for classroom teachers discusses a planned progressive physical education curriculum which includes self-testing, games and sports, and rhythms and

relays with short reference to movement education and perceptual motor training. (One chapter deals with junior high school activities for girls.)

Fait, Hollis, F. *Experiences in Movement: Physical Education for the Elementary School Child*. 3d ed. Philadelphia: W.B. Saunders, 1976. 525 pp.

Revised text offers latest information concerning physical, mental, social and creative characteristics of children, that are necessary for planning and teaching physical education grades K-8. For specialists and teachers at the elementary level, curriculum ideas and materials cover basic movement skills, leadup activities, a variety of games and sports, aquatics, dance, stunts and tumbling, and nature of creativity. Discusses traditional and problem-solving teaching strategies. One section concerns special physical education and pre-K physical education; another identifies characteristics of children at various age levels to help in implementing program ideas.

Frostig, Marianne in association with Phyllis Maslow. *Frostig MGL: Move-Grow-Learn*. Chicago: Follett, 1969.

Card file collection of movement education activities taken from *Movement Education: Theory and Practice* by Frostig. Exercises concentrate on awareness, coordination, agility, strength, flexibility, balance, and creative movement. Helpful hints, descriptions included for classroom teacher and specialist. Contains 160 activities.

Frostig, Marianne in association with Phyllis Maslow. *Frostig MGL: Move-Grow-Learn: Teacher's Guide*. Chicago: Follett, 1969. 64 pp.

Incorporates background material on movement education and practical suggestions to assist in conducting Frostig Program of Movement Activities. Discusses attributes of movement, body awareness, creative movement, language development, teaching learning disabled, equipment and facility needs.

Gallahue, David L.; Werner, Peter H.; and Leudke, George. *A Conceptual Approach to Moving and Learning*. New York: John Wiley & Sons, 1975. 423 pp.

See entry under "Theory," page 11.

Gallahue, David L. and Meadors, William J. *Let's Move: A Physical Program for Elementary Classroom Teachers*. Dubuque, IA: Kendal/Hunt, 1974. 211 pp.

Designed to help the classroom teacher and specialist charged with providing a program of physical education experiences for elementary children. Identifies basic movement activities and movement skills essential to success in games and sports, rhythm and dance, and educational gymnastics. Includes model graded units of instruction for the physical education program. For the specialist as well as the classroom teacher. Contains many hints for program implementation.

Gerhardt, Lydia A. *Moving and Knowing: The Young Child Orients Himself in Space*. Englewood Cliffs, NJ: Prentice-Hall, 1973. 202 pp.

Presents the role of body movement in the education of the young child. Photographs, illustrations, anecdotes and classroom observations reveal the ways

children move to discover aspects of spatial awareness: time of space, distance and length, shapes, directions and dimensions. Gives curriculum ideas for discovering space through gross body movement, creative arts, trips, globes, mapping, maps and measurement. Includes helpful collection of resource materials in selected interdisciplinary areas as well as charts and illustrations.

Gilliom, Bonnie Cherp. *Basic Movement Education for Children: Rationale and Teaching Units*. Reading, MA: Addison-Wesley, 1970. 224 pp.

Part I contains comprehensive rationale for including basic movement in the total physical education experience of the child, nature of content, teaching strategies. Part II expands sequentially organized units of movement problems and basic themes. Child-centered materials can be used by classroom teacher and specialists or modified to fit individual needs. Encourages use of problem-solving method. Illustrations, bibliography, equipment needs.

Hackett, Layne C. *Movement Exploration and Games for the Mentally Retarded*. Palo Alto, CA: Peek Publications, 1970. 120 pp.

Describes curriculum units to improve body image and space awareness, self-confidence, visual focusing and balance, strength and endurance, and hand-eye coordination. Uses exploration as the method for presenting movement experiences. Appendix contains equipment resources, construction; photos of children.

Hackett, Layne and Jenson, Robert G. *A Guide to Movement Exploration*. Rev. ed. Palo Alto, CA: Peek Publications, 1967. 69 pp.

Presents exploration as the method of introducing basic movement skills to preschool and primary grade children. Sample questions and challenges, graded daily, weekly and yearly lesson plans as guides primarily for classroom teacher.

Halsey, Elizabeth and Porter, Lorena. *Physical Education for Children: A Developmental Program*. Rev. ed. New York: Holt, Rinehart & Winston, 1963. 449 pp.

Fund of material, concerns and concepts for conducting an *improved* program of elementary physical education. Developmental framework offers planned progressions in activity areas. Complete chapter on movement exploration provides historical background of movement education, fundamentals of movement, and over 50 problems for primary and intermediate grades. Additional challenges in apparatus, dance chapters.

Illinois Curriculum Program/Subject Field Series/Bulletin C-Eight. *Physical Education in Elementary Schools*. Springfield, IL: Illinois Curriculum Program, 1965. 232 pp.

Elementary school physical education guide emphasizing the motor abilities of the child through planned sequence of basic movement activities. Material organized according to grade level and suggestions offered to teacher using exploration as method for teaching movement.

Inner London Education Authority. *Movement Education for Infants*. London: 1963. 63 pp.

Analyzes basic movement concepts and applies them to development of graded lessons in agility training, using hand equipment and large apparatus, and dance for children in early elementary years.

Jones, Genevieve. *Seeds of Movement: A Philosophy of Movement with Techniques Applied to the Beginner, Book I.* Pittsburgh: Vollwein Bros., 1971. 246 pp.

Parents and teachers guide for planning movement experiences for young children to enhance self-awareness, self-realization and self-confidence. Includes games of movement discovery focusing on basic concepts essential for later skills in sports and dance activities. Lessons and ideas presented. Can be used with and without equipment and music. Discusses influence of sounds and music on movement. Contains movement tasks for relaxation, flexibility and strength.

Kirchner, Glenn; Cunningham, Jean; and Warrell, Wileen. *Introduction to Movement Education: An Individualized Approach to Teaching Physical Education.* Dubuque, IA: Wm. C. Brown, 1970. 246 pp.

See entry under "Theory," page 12.

Latchaw, Marjorie. *A Pocket Guide of Movement Activities for the Elementary School.* Englewood Cliffs, NJ: 1970. 346 pp.

Collection of experiences to develop basic motor abilities in children through exploration and to perfect specific movement patterns/sequence through games and relays essential to more advanced activities. Each area identifies behavioral goal, size of group, equipment, evaluation checklist for teacher. Stick figure illustrations.

Latchaw, Marjorie and Egstrom, Glenn. *Human Movement with Concepts Applied to Children's Movement Activities.* Englewood Cliffs, NJ: Prentice-Hall, 1969. 337 pp.

See entry under "Theory," page 13.

Logsdon, Bette J. and Barrett, Kate R. *Ready? Set ... Go!* Bloomington, IN: National Instructional Television Center, 1969. 151 pp.

See entry under "Theory," page 13.

Los Angeles City Schools. *Learning to Move - Moving to Learn: Movement Exploration and Discovery.* Los Angeles: 1968. 122 pp.

Convenient curriculum guide for basic movement activities for children grades K-2. Problem-solving tasks presented in sequential order utilizing small and large equipment with cues and corrections for teacher's consideration.

Meier, W. and Baranck, M. *Recreative Movement in Further Education.* London: MacDonald & Evans, 1973. 96 pp.

Basic movement activities for adults. Depicts how the study of the body relates to use of movement. Laban's principles discussed in the context of recreative movement. Illustrations add clarity to concepts. Appendix offers helpful hints and related resources for teacher.

Mettler, Barbara. *Basic Movement Exercises*. Tucson, AZ: Mettler Studios, 1974. 631 pp.

Study of the body as an instrument of expression offers total program of basic body movement in exercise form. Among various exercises covered are those for bending, twisting, turning, throwing, walking, contracting and expanding, undulating, pounding, etc. Also contains section on movements for separate body parts (e.g., spine; head, hips, legs). Includes detailed diagrams, notes for teachers and numerous illustrations. Can be used for all ages.

Miller, Arthur C.; Cheffers, J.T.; and Whitcomb, Virginia. *Physical Education: Teaching Human Movement in the Elementary Schools*. 3d rev. ed. Englewood Cliffs, NJ: Prentice-Hall, 1974. 464 pp.

Emphasizes broad areas of human movement and reflects current trends and theories which bear on physical education programs for the elementary school-child. Activities include movement fundamentals, elementary gymnastics, stunts and tumbling, aquatics, sports and dance. Under discussion, too, is integrating physical education with other areas of curriculum. Appendix features sample programs for various grade levels, movement vocabulary, spelling lists, and sports reading list for children.

Moran, Joan May and Kalakian, Leonard Harris. *Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child*. Minneapolis: Burgess, 1974. 387 pp.

Materials included designed to provide individualized, meaningful experiences for the handicapped child. Areas considered: basic motor patterns and skills, play therapy, rhythms, dance, music, aquatics. Ideas for combining movement experiences with other areas in curriculum and utilizing innovative equipment.

Mosston, Muska. *Developmental Movement*. Columbus, OH: Charles E. Merrill, 1965. 317 pp.

Repertoire of movement tasks designed to improve individual's motor attributes: agility, balance, flexibility, endurance, strength, relaxation. Movement suggestions presented at increasing degree of difficulty to meet learner's needs and abilities. Activities clearly illustrated by animated stick figures and can be performed either individually or with partners in groups using inexpensive equipment. Valuable for physical education specialists.

North, Marion. *Body Movement for Children: An Introduction to Movement Study and Thinking*. Boston: Plays, 1969. 104 pp.

See entry under "Theory," page 14.

North, Marion. *Movement Education and Child Development Through Body Motion*. New York: E.P. Dutton, 1973. 207 pp.

See entry under "Theory," page 14.

Pangrazi, Robert P. and Dauer, Victor P. *Lesson Plans for Dynamic Physical Education*. Minneapolis: Burgess, 1975. 263 pp.

A sequentially developed guide of weekly movement lessons for grades K-6 designed to be used with *Dynamic Physical Education for Elementary School*

Children, 5th ed. Each lesson is divided into four parts: Introduction Activity, Fitness Development Activity, Lesson Focus Activities, the Game Activity. Helpful ideas for the elementary physical education teacher.

Rasmus, Carolyn and Fowler, John. *Movement Activities for Places and Spaces*. Washington, DC: American Alliance for Health, Physical Education and Recreation, 1977. n.n.

See entry under "Theory," page 14.

Rowen, Betty. *Learning Through Movement*. New York: Teachers College Press, Columbia University, 1963. 77 pp.

Approaches creative movement as a useful tool in developing imagination, language, social learning, number concepts, science activities and personality. Selected readings and recordings, stories, poems to dramatize, suggested for classroom teacher.

Schoedler, James. *Physical Skills for Young Children: Threshold Early Learning Library*, vol. 7. New York: Macmillan, 1973. 104 pp.

Teachers' guide for basic movement activities for children 2-6 years. Activity plans focus on body awareness, balance, receiving and propelling objects, visual-manual coordination. Suggestions for equipment, assessment, variations; glossary; selected bibliography.

Schurr, Evelyn L. *Movement Experiences for Children: A Humanistic Approach to Elementary School Physical Education*. Englewood Cliffs, NJ: Prentice-Hall, 1975. 619 pp.

Five major subdivisions — An Overview, The Teaching-Learning Process, Foundations of Movement, Movement Experiences, Appendix — offer the specialist as well as the classroom teacher a comprehensive perspective of physical education in the elementary school. A basis understanding of the needs of the learner is examined with how the body moves and contents of basic movement. Movement experiences related to dance, games and sports, gymnastics, presented in related sequences with ideas for evaluation, equipment and supplies. Well-diagrammed skills charts and tables.

Seidel, Beverly, et al. *Sport Skills: A Conceptual Approach to Meaningful Movement*. Dubuque, IA: Wm. C. Brown, 1975. 518 pp.

See entry under "Theory," page 15.

Shenandoah Valley Educational Television Corporation. *Learning Through Movement: Teacher's Manual*. Jan Myers and Hayes Kruger, coordinators. Harrisonburg, VA: WVPT-TV; n.d. 21 pp.

Six in-service telelessons prepared to introduce the classroom teacher to movement education, the core of the elementary physical education program. Features primary and intermediate level children utilizing problem-solving methodology. Lesson themes on spatial and body awareness, effort qualities of movement, rhythms and movement, manipulative skill development, exploring apparatus. Glossary; bibliography.

Sinclair, Caroline B. *Movement of the Young Child: Ages Two to Six.* Columbus, OH: Charles E. Merrill; 1973. 128 pp.

See entry under "Theory," page 15.

Smith, Hope M., ed. *Introduction to Human Movement.* Reading, MA: Addison-Wesley, 1968. 204 pp.

See entry under "Theory," page 15.

Souder, Marjorie and Hill, Phyllis. *Basic Movement.* New York: Ronald Press 1963. 157 pp.

For students of basic movement, identifies developmental sequence of activities necessary to more sophisticated skills of sports, games and dance. Intended as supplementary material to specific activities prepared by the specialist which will enhance the quality of movement skills of the learner. Can be used at all levels, but is based on the authors' observations of college women.

Stanley, Sheila. *Physical Education: A Movement Orientation.* Toronto, Ontario: McGraw-Hill, 1969. 330 pp.

See entry under "Theory," page 15.

State of Minnesota Department of Education. *Movement Education for the Elementary School.* Addendum to Curriculum Bulletin #29. St. Paul, MN: 1969. 33 pp.

Presents movement education as the building block of the physical education program. Ball skills, rhythms, stunts, tumbling and apparatus activities housed in "problem format" to develop the motor efficiency of children. Guide for beginner in movement education.

Tillotson, Joan et al. *A Program of Movement Education for the Plattsburgh Elementary Public Schools.* The Final Report of a Title III Elementary and Secondary Education Program funded 1966. Washington, DC: U.S. Office of Education, HEW (OEG 66-1934, SED 320), 1969. 96 pp.

See entry under "Theory," page 16.

Turner, L.F. "Bud" and Turner, Susan L. *Elementary School Physical Education - More Than Just Games.* (A Teacher's Guide to the New Physical Education). Palo Alto, CA: Peek Publications, 1976. 140 pp.

Presents 58 movement lessons using no apparatus, small apparatus, and large apparatus, a section on homemade and inexpensive equipment essential to the movement program, and finally, a chapter integrating physical education with other areas in the curriculum. Book uses a theme-oriented approach and offers more than 500 movement problems; bibliography.

Van Holst, Auke. *Physical Education Curriculum for Elementary Grades: A Series of Four Books.* London, Ontario: London Free Press, n.d.

A child-centered curriculum model with basic movement activity lessons that can be correlated with classroom learning. Identifies behavioral objectives, social

learnings for each lesson. Helpful photos and illustrations throughout. Designed to assist both experienced and inexperienced classroom teachers and specialists.

Book 1: Kindergarten. 140 pp.

Contains 10 lessons covering content areas of: space and body awareness, directionality, qualities of movement, locomotor activities, responding rhythmically, balance activities, manipulative activities. Additional lesson on the value of physical activity to the body.

Book 2: Grade 1. 127 pp.

Contains 7 lessons reinforcing previously learned skills: space and body awareness, quality of movement, locomotor activities, rope jumping, experiencing the effects of vigorous activity, understanding the force of movement, movement of hinge and ball and socket joints, muscle movements, manipulative skills, static and dynamic balance activities.

Book 3: Grade 2. 137 pp.

Contains 8 lessons building on the integrated approach: partner and group nonlocomotor and locomotor skills, directionality, rope jumping activities, recognizing differences in growth rates, speed of movement, agility activities, controlled ball handling, kicking and tracking skills, efficient use of force, application of balance concepts, striking skills, hockey skills, basic body needs, effects of exercise.

Book 4: Grade 3. 129 pp.

Contains 7 lessons culminating in more difficult challenges: kicking and tracking skills, advanced manipulative skills, advanced rope jumping activities, agility activities, static and dynamic balance applied to various activities, striking skills, hockey skills, efficient application of force, understanding of how body parts work together in activity, efficient use of force, understanding physical activity and the body's oxygen needs, body temperature.

Vannier, Mary Helen and Foster, Mildred. *Teaching Physical Education in Elementary Schools.* Philadelphia: W.B. Saunders, 1968. 460 pp.

Covers all considerations for elementary physical education: The Why; The Who; The Where; The How. Includes chapter on movement exploration. Activity areas: basic skills, leadup games to team sports, rhythm, dance, stunts, tumbling, gymnastics, track and field, aquatics, camping and outing, classroom games. Section included on total evaluation. Audiovisual resources suggested.

Winters, Shirley J. *Creative Rhythmic Movement: For Children of Elementary School Age.* Dubuque, IA: Wm. C. Brown, 1975. 260 pp.

Focuses on the child and his development. Discusses creative rhythmic movement as a non-goal-oriented form of activity to enrich the child's growth. Develops content of basic movement education, outlines problem-solving methodologies. Includes 10 lesson plans with specific cues and reactions for teacher and children. Action photos, bibliography for children and teachers, films. Designed to provide ideas for the specialist and classroom teacher and can be used with physically handicapped children.

Yates, Tommye C. *Learning Through Movements Developmental and Conceptual Approach Through the Interaction of Movement and Language.* Lafayette, GA: Northwest Georgia Cooperative Educational Services Agency, 1974. 106 pp.

Primarily designed to aid classroom teachers in offering a comprehensive environment for young children to learn through movement activities. Child-centered, success-oriented, problem-solving and action-designed as means of providing movement experiences for *all* children. Animated illustrations throughout. Selected references and film listing.

Practice — Dance-Drama

American Association for Health, Physical Education, and Recreation. *Children's Dance*. Washington, DC: the Association, 1973. 102 pp.

Action publication of Dance Division Task Force: Children's Dance. Contains a treasury of ideas and teaching materials which can enhance children's growth and learning through creative movement experiences. Emphasis on humanistic values which can be achieved through dance. Resources include books, audiovisual materials, statewide listing of individuals responsible for teaching aspects of children's dance. Excellent action photos of children.

Ashton, Dudley. *Rhythm Activities Graded K-6*. Washington, DC: American Association for Health, Physical Education, and Recreation, 1964. 59 pp.

Part of *The Classroom Teacher Series*, this book gives ideas for presenting rhythmic experiences for children and approaching movement education. Suggests evaluation procedures and developmental sequences to aid the classroom teacher. Book and record bibliography.

Barlin, Anne and Barlin, Paul. *The Art of Learning Through Movement*. Los Angeles: Ward Ritchie Press, 1971. 96 pp.

See entry under "Basic Movement," page 19.

Best, David. *Expression in Movement and the Arts: A Philosophical Inquiry*. London: Lepus Books, 1974. 203 pp.

An intense study of creative movement expression, first discusses "traditional theory" of expression in movement and the arts. Attempting to establish the connection between mental and physical behavior, the author compares body and mind theories. Examination of the theories of aesthetic meaning leads to discussion of "kinesthetic empathy" between dancer and audience in regard to feeling and meaning. Book appears to aim at a very specialized audience, although the general philosophical discussions should stimulate the serious student of movement.

Boorman, Joyce. *Creative Dance in the First Three Grades*. Ontario, Canada: Longman, 1969. 121 pp.

Emphasizes the value of human movement as means of communication and creative expression. Clear guide for teachers unfolds learning experiences which reflect needs and interests of young children. Delineates Laban's principles of body and space awareness, effort quality, the relationship aspect of movement and offers graded lessons for each theme. Examples of movement ideas, stimuli, sounds, ways of observing movement. Includes action pictures of boys and girls in creative dance activities.

Boorman, Joyce. *Creative Dance in Grades Four to Six*. Ontario, Canada: Longman, 1971. 182 pp.

Although text is a companion to *Creative Dance in the First Three Grades*, it discusses the nature, content and methods appropriate for introducing creative dance to boys and girls in grades 4-6. More challenging movement tasks relating to body and space awareness, effort quality, relationship concepts. Additional movement ideas, suggestions for use of music and transparencies, and movement problems. Sample lessons in clear format include key questions to stimulate students. Gives confidence to physical educators and teachers of dance. Excellent source.

Boorman, Joyce. *Dance and Language Experiences with Children*. Ontario, Canada: Longman, 1973. 64 pp.

This joyful text is based on language exploration and creative movement experience with 3rd grade children. Union of two disciplines — language and creative dance — depicts how integrated experiences in the disciplines can be provided for children. Contains examples of action words, rhymes, language and movement themes. Delightfully illustrated.

Bruce, V.R. *Movement in Silence and Sound*. London: G. Bell & Sons, 1970. 76 pp.

Supports the intimate relationship between moving, sounding and acting. Discusses movement and dance with and without stimulus of sound. Studies rhythmic nature of man, guiding teacher about using sound in movement and dance lessons. Section on music and dance offers numerous practical suggestions on the "why," "how" and "what," of selecting music for movement according to students' ability. Contains material for dance drama and mime.

Canner, Norma . . . *And A Time to Dance*. 2d ed. Boston: Plays, 1975. n.n.

A collection of 125 photographs by Harriet Klebanoff, highlighting creative experiences of retarded children and of teachers working with the author. Discussion of development of early body awareness in children as a means of expression and self-confidence is useful for special educators, physical educators and classroom teachers.

Carroll, Jean and Lofthouse, Peter. *Creative Dance for Boys*. London: MacDonald & Evans, 1969. 71 pp.

Intended especially to aid male teachers in introducing creative dance to boys. Movement themes included are particularly effective for boys 10-16. Contains practical teaching hints. Ideas can be gleaned from the text by all who have responsibility for teaching dance. Expressive action photos of boys.

Complo, Sister Juanita Marie. *Drama Kinetics in the Classroom: A Handbook of Creative Dramatics and Improvised Movement*. Boston: Plays, 1974. 145 pp.

Communicative educational value of dramatic body movement as a means of expression for children. Beginning materials and methods suggested. Presents fundamental movement skills as they apply to creative dramatics. Includes lessons, evaluation techniques, bibliography and resources for teacher.

Dimondstein, Geraldine. *Children Dance in the Classroom*. New York: Macmillan, 1971. 270 pp.

Problem-solving approach to a creative dance program for young children. Discusses conceptual framework for dance and fundamentals of movement. Model lessons focus on the concepts and explorations of space, time, force and imagery. Resources include records, music, bibliography, films. Action photographs of children. Useful for prospective elementary classroom teacher and preschool teachers of dance to young children.

Exiner, Johanna and Lloyd, Phyllis. *Teaching Creative Movement.* Boston: Plays, 1974. 74 pp.

Guide for teachers of all age groups who wish to introduce creative movement. Good source to stimulate teacher's ideas. Covers awareness of body and its movements, principles of movement, successful themes for movement study, program planning. Action photos accompany every discussion of concepts. Brief reference to some psychological aspects of movement. Bibliography.

Fleming, Gladys Andrews. *Creative Rhythmic Movement: Boys and Girls Dancing.* Englewood Cliffs, NJ: Prentice-Hall, 1976. 355 pp.

Complete approach to understanding creative movement experiences for boys and girls. Provides sensitive insights into children and their movement behavior. Presents content of movement; ideas for developing basic movement activities; combinations of movement; elements and patterns of dance; sample materials for folk and social dance forms; and creating dances. Discusses important elements of initiating movement and dance programs and dance progressions. Valuable source for all who work with children: classroom teacher, physical educator, dance specialists, special educator, pre-service educators and parents. Exciting photos of children in motion. (The whole book is based upon actual working situations with children.)

Gates, Alice A. *A New Look at Movement: A Dancer's View.* Minneapolis: Burgess, 1968. 187 pp.

Conceptualizes movement in terms of sensory awareness experiences and learning of movement from perspective of personal experience and understanding. Application of this view to contemporary and creative forms of dance. Excellent quality illustrations. Bibliography and supplementary reading list.

Goodridge, Janet. *Creative Drama and Improvised Movement for Children.* Boston: Plays, 1971. 158 pp.

Utilizes new teaching approaches to foster creative ideas and expression in children. Relates physical education to drama.

Goodridge, Janet. *Drama in the Primary School.* London: Heinemann, 1970. 158 pp.

Discusses drama as physical and vocal forms of expression and as essential in play activity of the child. Encompasses scope and content ideas for presenting proper experiences in drama for elementary schoolchildren. Good resources for teaching creative drama.

Gray, Vera and Percival, Rachel. *Music Movement and Mime for Children.* Fairlawn, NJ: Oxford University Press, 1962. 110 pp.

Guide for beginning and experienced teachers describes how music and movement can be presented both together and separately to young children. Sample lessons in music and movement include suitable music for movement with publishers, terminology and marks. Contents outgrowth of work prepared by authors for BBC programs for music and movement. Includes numerous action photos.

H'Doubler, Margaret N. *Dance: A Creative Art Experience*. Madison: University of Wisconsin, 1957. 168 pp.

A classic work which discusses the basic aspects and qualities of dance. Reveals a theory and philosophy designed to help the teacher see dance "scientifically as well as artistically," and as a means of creative expression for all to enjoy. A chapter discusses relationship between music and art. Basic text for all teachers of dance and dancers.

Inner London Education Authority. *Movement Education for Infants*. London: 1963. 63 pp.

See entry under "Basic Movement," page 22.

Joyce, Mary. *First Steps in Teaching Creative Dance*. Palo Alto, CA: National Press Books, 1973. 190 pp.

Well-illustrated handbook for teachers responsible for teaching creative dance to elementary schoolchildren. Laban's movement principles guide discussion of theory and method with sample lessons included.

Laban, Rudolf. *Modern Educational Dance*. 2d ed. Revised by Lisa Ullmann. New York: Frederick A. Praeger, 1968. 114 pp.

This edition of Laban's book, revised to simplify language, stresses value of creative dance as form of movement especially for the young learner. In addition, material covers 16 basic movement themes, basic effort actions and rhythms, and application in couple and group work as rudiments of a free dance technique. Explication of sphere of movement. Insights for accurately assessing this form of movement activity for teachers of all levels.

Lofthouse, Peter. *Dance: Activity in the Primary School*. London: Heinemann, 1970. 55 pp.

Concise guide based on Laban's movement principles for teaching creative dance to elementary schoolchildren. Hints cover ideas for content, language, music and sample lessons.

Logsdon, Bette J. and Barrett, Kate R. *Ready? Set . . . Go!* Bloomington, IN: National Instructional Television Center, 1966. 151 pp.

See entry under "Theory," page 13.

Lowndes, Betty. *Movement and Creative Drama for Children*. Boston: Plays, 1971. 144 pp.

First two chapters examine meaning of movement thinking and creative drama and provide insight into children's ability ages 5-9 and the role of the teacher

in a movement and drama program. The remaining six chapters offer ideas and activities to provide experiences for the young learner in sensory and body awareness, locomotion, creative movement, mime and verbal drama improvisations.

McKittrick, David. *Schooling in the Middle Years - Dance.* Toronto, Ontario: Macmillan, 1972. 106 pp.

Based on Laban's principles of movement, analyzes basic skills of body control with a view towards illustrating how this material can be used to develop creative movement — dance activity for children. Each chapter contains summary and bibliography. Includes glossary. Useful for classroom teachers and physical educators interested in presenting creative movement to children.

Murray, Ruth Lovell. *Dance in Elementary Education: A Program for Boys and Girls.* 3d ed. New York: Harper & Row, 1975. 446 pp.

Comprehensive text for classroom teachers and specialists for presenting dance forms to boys and girls. Utilizes exploration and problem-solving to introduce basic movement elements related to all dance forms. Each chapter begins with a preview that provides the reader with a brief outline of the content of the chapter to follow. Complete discussion of content, methods and evaluation appropriate to well-rounded dance program. Includes a generous collection of sequential dance material and accompaniment as well as action photos. A valuable resource to secondary school dance teachers, too.

North, Marion. *Body Movement for Children: An Introduction to Movement Study and Thinking.* Boston: Plays, 1969. 104 pp.

See entry under "Theory," page 14.

North, Marion. *Movement Education: Child Development Through Body Motion.* New York: E.P. Dutton, 1973. 207 pp.

See entry under "Theory," page 14.

Preston, Valerie. *A Handbook for Modern Educational Dance.* London: Macdonald & Evans, 1963. 187 pp.

Part I explicates 16 basic movement themes based on Laban's research as the framework for modern educational dance. Part II demonstrates the interrelationship of the movement themes and applies them in dance for all ages. Well thought-out symbols and diagrams coordinate with the content of this text.

Redfern, H.B. *Concepts in Modern Educational Dance.* London: Henry Kimpton, 1973. 153 pp.

One of a series of books on human movement, this collection of essays concentrates on two basic areas: (1) a logical and philosophical discussion of *effort* in light of modern educational theories and (2) movement as applied to modern educational dance. Although the author concedes that the text primarily speaks to advanced students of "education and movement, particularly dance," her expectations that it could be interesting to less specialized students seem realistic. The general structure of each essay follows the nature of philosophical inquiry. Can serve as a current guide for questioning the scientific or logical basis for Laban's studies of human movement.

Russell, Joan. *Creative Dance in the Secondary School*. London: MacDonald & Evans, 1969. 102 pp.

Laban's principles translated into creative activities for boys and girls in secondary school. Material graded sequentially. Lends practical ideas to teachers working towards introducing dance into the physical education curriculum. Action photos catch spontaneity of movement possibilities.

Russell, Joan. *Modern Dance in Education*. New York: Frederick A. Praeger, 1968. 99 pp.

This revision of the English edition is designed for beginning teachers of dance. Discusses approaches, attitudes, methods of introduction and basic materials of educational dance. Examines concepts of effort and space, suggests group work ideas, and demonstrates role of dance in primary and secondary education. List of music and record sources and glossary included as teaching aids.

Russell, Joan. *Movement and Dance for Children*. Boston: Plays, 1975. 102 pp.

Through a variety of planned experiences and understandings, encourages children 5-11 years to explore movement, words, actions, ideas and sentences creatively. Precipitates lesson ideas and graded syllabus materials. Discusses "the role of the teacher" and "dance as a creative activity."

Sheehy, Emma D. *Children Discover Music and Dance*. New York: Teachers College Press, Columbia University, 1968. 207 pp.

Classroom teacher's guide to understanding sound and movement to direct children in exploring the challenges of music and dance. Contains helpful hints and discussion of the role of accompaniment, records and media, and working with music consultant.

Slater, Wendy. *Teaching Modern Educational Dance*. London: MacDonald & Evans, 1974. 109 pp.

A handbook for the elementary school teacher of creative dance. Includes basic ingredients; introduction to movement; lesson planning; sample lessons; discussion of music and percussive stimuli.

Stanley, Sheila. *Physical Education: A Movement Orientation*. Toronto, Ontario: McGraw-Hill, 1969. 330 pp.

See entry under "Theory," page 15.

Stecher, Miriam B.; McElheny, Hugh; and Greenwood, Marion. *Music and Movement Improvisations*. New York: Macmillan, 1972. 110 pp.

Source book for teachers instills the excitement of music experiences and movement experiences in the reader as he sees how young children can be challenged and stimulated into creativity. Suggestions for teaching offered in anecdotal form. Space provided on pages for written comments of reader. "Problem situations" describe good feedback for teachers. Music and song stimulate basic movement actions. Excellent photos reflect spontaneous improvised movement of children.

Taylor, Carla. *Rhythm: A Guide for Creative Movement*. Palo Alto, CA: Peek Publications, 1974. 86 pp.

A catalyst for promoting individualized teaching and learning experiences in classroom or recreational setting when presenting creative dance to children or adults. Section on physically handicapped. Photos show children and adults responding to creative movement ideas. Appendix contains sample graded lessons; record listing; bibliography.

Thackray, R.M. *Music and Physical Education*. Rev. ed. London: G. Bell & Sons, 1965. 143 pp.

Examines relationship between music and movement. Discusses use of music in various forms of dance: modern, educational, historical, folk and ballroom. Contains dance accompaniment and improvisation ideas. Appendix includes glossary, music and book sources.

Tillotsor, Joan et al. *A Program of Movement Education for the Plattsburgh Elementary Public Schools*. The Final Report of a Title III Elementary and Secondary Education Program funded 1966. Washington, DC: U.S. Office of Education, HEW (OEG 66-1934, SED 320), 1969. 96 pp.

See entry under "Theory," page 16.

Winters, Shirley J. *Creative Rhythmic Movement: For Children of Elementary School Age*. Dubuque, IA: Wm. C. Brown, 1975. 260 pp.

See entry under "Basic Movement," page 27.

Practice — Gymnastics

Allen, Joyce E. *Sense and Sensitivity in Gymnastics: A Teacher's Guide to Educational Gymnastics.* London: Heinemann, 1969. 88 pp.

A brief discussion of Laban's movement principles applied to educational gymnastics. Highlights structure and development of educational gymnastics lessons and contents ideas. Refers to differences between educational and formal gymnastics and the challenging role of the teacher.

Amato, Gay. *Upside Right: A Children's Guide to Movement.* Gay Amato, 65 Spring Lane, West Hartford, CT, 1974. n.n.

A whimsically illustrated guide intended to encourage children to discover the joys of human movement. Basic movement tasks are the content of the verses; variations of the verse can unfold a whole series of problem-solving situations. This useful guide can become a delightful and meaningful aid for classroom teachers, parents and children.

Anderson, Margaret E. *Inventive Movement.* London: W & R Chambers, 1970. 120 pp.

Describes various aspects of the creative movement lesson. Sample lessons on movement themes: transference of weight, banding and stretching, twisting and turning, symmetry and asymmetry, balance, flight, partner work. Suggests methods for organizing apparatus lessons for the elementary schoolchild.

Barrett, Kate Ross. *Exploration: A Method for Teaching Movement.* Madison, WI: College Printing and Typing Co., 1965. 57 pp.

See entry under "Theory," page 9.

Bilbrough, A. and Jones, P. *Physical Education in the Primary School.* London: University of London Press, 1968. 192 pp.

Practical text reflecting recent developments in physical education in the primary schools in England. Viable suggestions given in content and method of the physical education lessons. Movement themes developed in lessons on floor work, small and large apparatus and group work. Numerous layout diagrams and photos of students in activity. Demonstrates how physical education in England's primary school has influenced development of movement education in the United States. Written primarily for classroom teachers but will serve specialists too.

Briggs, Megan, M. *Movement Education.* London: MacDonald & Eyans, 1974. 183 pp.

This practical guide for the movement educator discusses movement as the primary approach to physical education. Analyzes basic movement concepts utilizing sequentially developed lesson plans as format. Movement concepts applied in detail to educational gymnastics, floor work and apparatus activities, games,

athletics, educational dance, dance mime and dance drama. Throughout, specific suggestions and illustrations provide clarity of content discussed.

Buckland, Don. *Gymnastics: Activity in the Primary School.* London: Heinemann, 1969. 102 pp.

Describes basic movement tasks in educational gymnastics for floor work and apparatus. Encourages individualized learning through exploration and discovery. Identifies appropriate material for elementary grade levels.

Cameron, Mc D.W. and Cameron, Marjorie. *Education in Movement in the Infant School.* Oxford, England: Basil Blackwell, 1969. 65 pp.

Basic movement principles applied to teaching gymnastics, dance and games activities to the young learner. Gives the beginning movement educator suggestions for planning, organizing, and teaching movement lessons. Includes helpful photos of children in action.

Cameron, Mc D.W. and Pleasance, Peggy. *Education in Movement School Gymnastics.* Oxford, England: Basil Blackwell, 1963. 56 pp.

Basic book introducing Laban's movement principles applied simply to gymnastics. Includes ideas for lesson planning, discussion of methodology, suggestions on subject matter progressions and hints on using small and large apparatus.

Cope, John. *Discovery Methods in Physical Education.* London: Thomas Nelson & Sons, 1967. 85 pp.

Discusses direct and indirect teaching styles. Offers sample lessons: applying movement themes to floor work, apparatus, emphasizing achievement of quality performance. Hints to the teacher on gymnastics for adolescents, motivations, lesson organization.

Donaldson, Marilyn. *Apparatus Activities for Elementary School Children.* Evanston, IL: Lind Climber Co., 1968. 109 pp.

Fully illustrated, explains basic apparatus activities that can be performed using the Lind Climber: beam(s), ladder, slide, parallel bar, vaulting box. Arranged according to degree of difficulty.

Holbrook, Jennifer. *Movement Activity in Gymnastics.* Boston: Plays, 1974. 92 pp.

Beginning gymnastics text for children, ages 5-11, based on Laban's principles of movement. Part I aids teachers in identifying and applying core content of movement. Part II discusses teaching problems, lesson planning, observing and evaluation of movement. Sample lessons included for various age groups. In addition, topics cover competition in gymnastics, the relationship of gymnastics to other subjects. Bibliography and helpful photographs included.

Inner London Education Authority. *Educational Gymnastics: A Guide for Teachers.* London: 1962. 60 pp.

An introductory handbook to educational gymnastics for young children. Typical lessons provide themes for movement ideas to stimulate good body

management skills in the young learner. Movement analysis charts relate to structure of lesson.

Inner London Education Authority. *Movement Education for Infants.* London: 1963. 63 pp.

See entry under "Basic Movement," page 22.

Kirchner, Glenn, Cunningham, Jean; and Warrell, Eileen. *Introduction to Movement Education: An Individualized Approach to Teaching Physical Education.* Dubuque, IA: W.C. Brown, 1970. 246 pp.

See entry under "Theory," page 12.

Logsdon, Bette J. and Barrett, Kate R. *Ready? Set ... Go!* Bloomington, IN: National Instructional Television Center, 1969. 151 pp.

See entry under "Theory," page 13.

Mauldon, E. and Layson, J. *Teaching Gymnastics and Body Control.* Boston: Plays, 1975. 192 pp.

Comprehensive guide for specialists and teachers, elementary and secondary levels, covering all aspects of gymnastics based on Laban's principles. Content for floor and apparatus work revealed through suggested tasks relating to basic movement themes for elementary, intermediate and advanced body management. Hints on methodology and assessing movement included with ideas for partner and group work. Suggests series of progressions for ages 7-16. Illustrated apparatus diagrams and photos.

Morison, Ruth. *A Movement Approach to Educational Gymnastics.* London: J.M. Dent & Sons, 1969. 183 pp.

Characterizes Laban's principles as the backdrop for educational gymnastics. Emphasizes material on locomotion, balance, handling, partner and group work. Contains practical suggestions relating to themes, lesson planning, principles of progression, teaching, observing and safety.

Pallett, Doreen G. *Modern Educational Gymnastics.* Oxford, England: Pergamon Press, 1965. 137 pp.

Suggests ideas and materials for different age groups on such themes as body and space awareness, effort qualities of movement, and application to apparatus work. Brief discussion of poise. Helpful source for physical education majors and beginning teachers of gymnastics.

Randall, Marjorie. *Basic Movement: A New Approach to Gymnastics.* London: G. Bell & Sons, 1961. 105 pp.

A discussion of gymnastics with basic movement elements as the foundation. Views themes, action and movement tasks as essential aspects for the teacher's consideration, along with choice of apparatus arrangement. Opens up evaluation of three questions posited in Munrow's *Pure and Applied Gymnastics*.

Stanley, Sheila. *Physical Education: A Movement Orientation.* Toronto: McGraw-Hill, 1969. 330 pp.

See entry under "Theory," page 15.

Tillotson, Joan et al. *A Program of Movement Education for the Plattsburgh Elementary Public Schools*. The Final Report of a Title III Elementary and Secondary Education Program funded 1966. Washington, DC: U.S. Office of Education, HEW (OEG 66-1934, SED 320), 1966. 96 pp.

See entry under "Theory," page 16.

Williams, Jean. *Themes for Educational Gymnastics*. London: Lepus Books, 1974. 160 pp.

Basic movement principles applied to discussion of educational gymnastics. An "ideas" book with body awareness as a central focus. Concept of theme is explored, analyzed, and developed. Beginning, intermediate, and advanced sample themes offer partner, group work, utilizing apparatus suggestions.

Practice — Sports

Anderson, Margaret E. *Games Skills: Physical Education in Primary Schools.* London: W & R Chambers, 1971. 101 pp.

Presents the importance of game skills designed to meet individual children's needs as the foundation to mastery of games and sports activities. Organizes materials in progression and relates them to growth characteristics of children (K-6) while incorporating clear illustrations and diagrams. Practical ideas for planning lessons.

Hardisty, Michael J. *Education Through the Games Experience.* Bellingham, WA: Educational Designs and Consultants, 1972. 79 pp.

Classroom teachers and physical educators guide emphasizing individual approach to teaching games to children 5-13 years. Ideas for developing a games program are based upon the developmental needs of the child. This child-centered book utilizes problem-solving teaching techniques.

Inner London Education Authority. *Movement Education for Infants.* London: 1963. 63 pp.

See entry under "Basic Movement," page 22.

Johnson, F.J.M. and Trevor, M.D. *A Suggested Games Scheme for Juniors.* Oxford, England: Basil Blackwell, 1970. 53 pp.

Collection of ideas and materials to assist in planning movement-oriented games and sports lessons for the elementary school. Content is suggested in 5 to 6 week modules which can be presented on a seasonal basis. Useful in developing rudimentary skills in games and sports.

Lenel, R.M. *Games in the Primary School.* London: University of London Press, 1969. 160 pp.

A basic movement approach to teaching games in the elementary school. Influenced by Laban's principles, materials organized according to specific skills progressions. Distinguishes between rules to be made by teacher and rules to be made by children. Helpful illustrations and short bibliography.

Logsdon, Bette J. and Barrett, Kate R. *Ready? Set ... Go!* Bloomington, IN: National Instructional Television Center, 1969. 151 pp.

See entry under "Theory," page 13.

Marx, Erich. *The Ball Primary Book for Schools and Clubs.* Rev. ed. Hamburg, Germany: Konradwiese, 1962. 79 pp.

Practical illustrated guide includes variety of manipulative tasks and games schemes for individual and group work necessary to develop specific skills for more sophisticated games and sports. Materials appropriate for elementary and secondary school students.

Mauldon, E. and Redfern, H.B. *Games Teaching: A New Approach for the Primary School*. MacDonald & Evans, 1969. 111 pp.

Theoretical and practical text considers games in education. Examines developmental stages in games, classification and analysis from a movement approach. Describes problem-solving strategies in teaching games concepts. Includes problem-solving situations to reinforce learning. Appendix explores reaction of children to method.

Seidel, Beverly et al. *Sports Skills: A Conceptual Approach to Meaningful Movement*. Dubuque, IA: Wm. C. Brown, 1975. 518 pp.

See entry under "Theory," page 15.

Stanley, Sheila. *Physical Education: A Movement Orientation*. Toronto, Ontario: McGraw-Hill, 1969. 330 pp.

See entry under "Theory," page 15.

Tillotson, Joan, et al. *A Program of Movement Education for the Plattsburgh Elementary Public Schools*. The Final Report of a Title III Elementary and Secondary Education Program funded 1966. Washington, DC: U.S. Office of Education, HEW (OEG 66-1934, SED 320), 1966. 96 pp.

See entry under "Theory," page 16.

Wise, V.M. *Games and Sports*. London: Heinemann, 1969. 128 pp.

A concise guide with basic movement skills presented as the foundation for teaching specific games and sports skills. Includes materials sequentially for covering wide span of elementary years.

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